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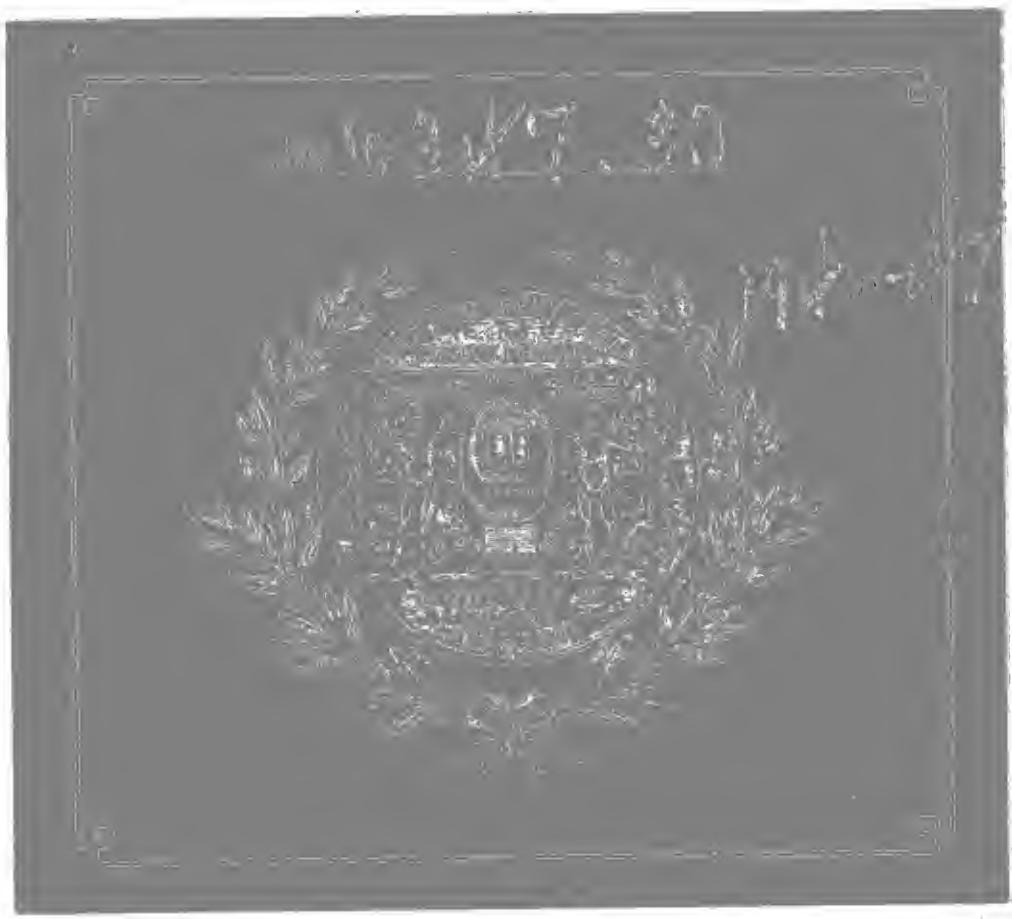
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BOSTON SCHOOLS FACE THE POST WAR WORLD

BOSTON SCHOOLS FACE THE POSTWAR WORLD

6343.30A
1946-47

ANNUAL REPORT

1946 - 1947

ARTHUR L. GOULD, Superintendent of Public Schools

IN SCHOOL COMMITTEE, February 17, 1948.

Ordered, That this Committee hereby adopts as its Annual Report for the year 1947, the Annual Report of the Superintendent, being School Document No. 10, 1947.

Attest:

LOUISE KANE,
Secretary.



"It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the



last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth."
— Abraham Lincoln



AMBROSE FRASER
SERGEANT, ARMY



DANIEL J. HOGAN, M. D.
MAJOR, ARMY MEDICAL CORPS



JOSEPH J. HUGHES
MAJOR, ARMY



DENNIS J. HURLEY
CHIEF PETTY OFFICER, NAVY



ALBERT J. KELLEY
MAJOR, ARMY



HENRY W. KRAPOHL
ENGINEER TENDER 2/C, NAVY



JOHN T. MURPHY
LIEUT. COMMANDER, NAVY



JOHN J. O'BRIEN
CAPTAIN, ARMY



MAURICE L. SILVERSTEIN, M.D.
CAPTAIN, ARMY



GEORGE THOMSON, JR.
LIEUTENANT, NAVY

MEMBERS OF THE BOSTON SCHOOL DEPARTMENT WHO GAVE
THEIR LIVES IN THE SERVICE OF THEIR COUNTRY



DANIEL J. MCDEVITT, CHAIRMAN



PATRICK J. FOLEY, D.D.S.



CLEMENT A. NORTON

ORGANIZATION OF THE

SCHOOL

DANIEL J. MCDEVITT,
PATRICK J. FOLEY, D.D.S.
CLEMENT A. NORTON

OFFICERS OF THE

ARTHUR L. GOULD,

Assistant

MICHAEL J. DOWNEY
EDWARD J. MULDOON
FREDERICK J. GILLIS

LOUISE KANE

Secretary

JAMES S. REARDON
Schoolhouse Custodian

CHARLES B. McMACKIN,

SCHOOL COMMITTEE

COMMITTEE

Chairman

MICHAEL J. WARD

JOSEPH C. WHITE



MICHAEL J. WARD

SCHOOL COMMITTEE

Superintendent

Superintendents

DENNIS C. HALEY

KATHARINE C. McDONNELL

WILLIAM J. BARRY



JOSEPH C. WHITE

HENRY J. SMITH

Business Manager

JAMES J. MAHAR

Engineer

Inspector (Buildings)

ARTHUR L. GOULD, SUPERINTENDENT





FRANCES DAVERN
CLERK

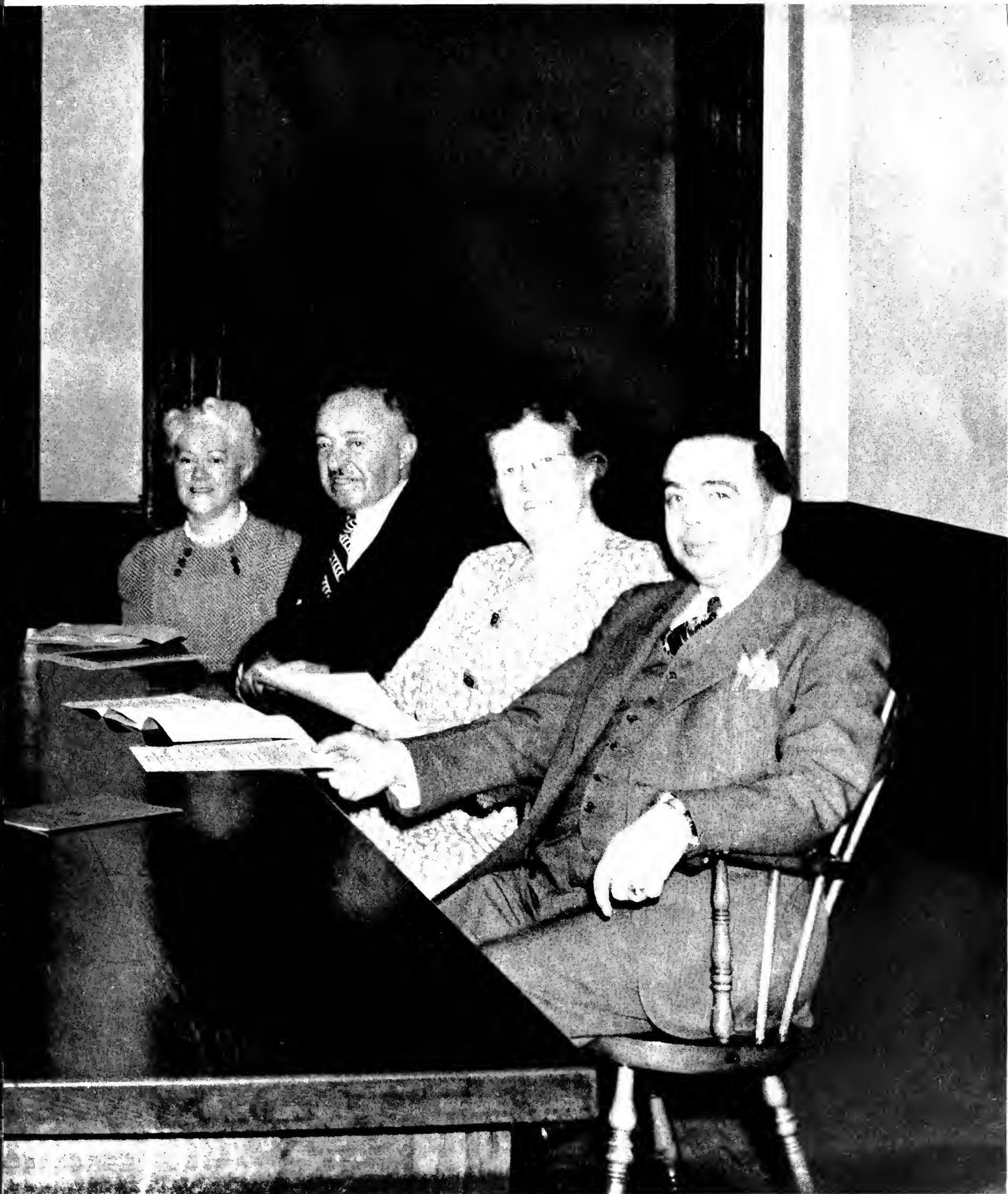
DR. DENNIS C. HALEY
ASSISTANT SUPERINTENDENT

EDWARD J. MULDOON
ASSISTANT SUPERINTENDENT

DR. FREDERICK J. GILLIS
ASSISTANT SUPERINTENDENT

DR. ARTHUR L. GOU
SUPERINTENDENT

SUPERINTENDENTS



LOUISE KANE
SECRETARY

MICHAEL J. DOWNEY
ASSISTANT SUPERINTENDENT

KATHARINE C. McDONNELL
ASSISTANT SUPERINTENDENT

DR. WILLIAM J. BARRY
ASSISTANT SUPERINTENDENT

EDUCATIONAL ORGANIZATION

BOARD OF EXAMINERS

PHILIP J. BOND, *Chief*

BUREAU OF CHILD ACCOUNTING

PAUL V. DONOVAN, *Chief*

Attendance

WILLIAM FLYNN, *Acting Head Supervisor*

Educational Investigation and Measurement

MARY B. CUMMINGS, *Director*

Vocational Guidance

THOMAS D. GINN, *Director*

Employment

* THOMAS D. GINN, *Head*

Juvenile Adjustment

FRANCIS J. DALY, *Head*

Statistics and Publicity

JOHN P. SULLIVAN, *Head*

Administrative Research Assistants

THOMAS C. HEFFERNAN

CHARLES J. LYNCH

DEPARTMENTS

Evening Schools, Day School for Immigrants, and Summer Review Schools

JOSEPH F. GOULD, *Director*

Extended Use of Public Schools

JAMES T. MULROY, *Director*

Household Science and Arts

MARY W. CAULEY, *Director*

Kindergarten

PAULINE F. SMITH, *Director*

Fine Arts

CASIMIR F. SHEA, *Director*

Manual Arts

FRANCIS J. EMERY, *Director*

Music

DANIEL D. TIERNEY, JR.,
Director

Physical Education

JOSEPH V. MCKENNEY, *Director*

Practice and Training

MERCEDES E. O'BRIEN, *Director*

School Hygiene

JAMES A. KEENAN, M.D., *Director*

Special Classes

HELEN F. CUMMINGS, *Director*

SPECIALIZED INSTRUCTION

M. Gertrude Godvin School

AGNES C. LAVERY, *Principal*

Conservation of Eyesight Classes

A. HARRIET HALEY, *Assistant in Charge*

Distributive Education

EDWARD J. ROWSE, *Director*

Elementary Supervisors

TERESA R. FLAHERTY, *Director*

Health Education and Safety Education

EDWARD J. WALL, *Supervisor*

Licensed Minors

TIMOTHY F. REGAN, *Supervisor*

Lip Reading Classes

MABEL F. DUNN, *Assistant in Charge*

Penmanship

MARION V. MORRISON, *Director*

School Lunches

ELEANOR D. UPHAM, *Director*

Visual and Radio Education

JOSEPH A. HENNESSEY, *Director*

Home Instruction to Physically Handicapped Children

MARY H. STROUP, *Supervisor*

ADMINISTRATION LIBRARY

ELIZABETH BURRAGE, *Librarian*

* Appointed Director of Vocational Guidance, January 14, 1947.

FOREWORD

With a profound awareness of the responsibilities that victory has imposed on America as the great exemplar of the democratic way of life in a peace-hungry world of clashing ideologies, the Boston Public Schools enter the postwar era prepared to continue with undiminished effectiveness the training of our youth for happy, purposeful lives of individual and social worth.

During the war years the public schools proved their right to be called Arsenals of Democracy. They revised their curricula, retraining personnel where necessary, and established effective new programs which prepared millions of our citizens, both youths and adults, for worthy and essential service in industry, in civilian life, and in the armed forces. They carried out the tremendous tasks of supervising registrations for selective service and the rationing programs. They inspired and directed the public school youth of America to make maximum contributions to the war effort in such activities as paper salvage and sale and purchase of war bonds and stamps. In short, the public schools of America met every war demand, however insistent or critical, with distinction and acclaim.

To meet the problems of education with equal forthrightness and efficiency, the Boston Public Schools must continue to appraise every activity in terms of recognized need and in the light of an accepted philosophy which aims to develop every child mentally, morally, and physically to the limit of his potentialities. To this end, the Boston Public Schools will continue to stress basic skills, understandings, and habits in the elementary school curriculum; they will continue to

adapt curricula in all day schools and in the program of adult education to meet changing vocational, academic, and life needs; they will continue to conduct a program of physical and health education and service reaching every child in the city schools; they will continue to stress character development and self-discipline through expanded programs in citizenship, self-government, and religious education in released time; and they will continue to provide adequate plant facilities and all materials, equipment, and supplementary aids essential to an efficient, modern school system.

The Boston Public Schools will also offer pupils wider opportunities for increased understanding of themselves and other peoples of the world. This program will emphasize more and more the basic American principle that human beings are entitled to the opportunity to realize to the full their abilities and their God-given rights. It will include intensive study of the great leaders who have brought about significant changes in our way of living. It will also stress current political, economic, and social problems and, finally, the ideals, customs, and standards of other peoples of the world and their contributions to American and world culture.

Growth, guided and directed in all its phases, will be the continuing aim of the Boston Public Schools. Upon the proven competence of the teachers of Boston and their constant devotion to the needs of youth rests the faith of the officials and administrators of the Boston Public Schools in the successful achievement of postwar objectives.



SCHOOL LIFE BEGINS IN THE KINDERGARTEN

KINDERGARTEN—PORTAL TO LEARNING

Building toward a wholesome, happy personality and the foundations of good citizenship begins in the kindergarten. Here, in a friendly, homelike atmosphere, education is as varied as life itself, vital and interesting.

The child learns about *people* in the world about him: postman, milkman; *places*: playground, library, zoo; *moving things*: trains, trucks, airplanes; *processes*: butter making; *growing things*; *animals*; *holidays*; *seasons*; *weather*; *temperature*; *the calendar*; *magnets and metals*. He deepens his impressions and understandings by reliving and recreating experiences through muscular, manipulative, imaginative, and dramatic play. Construction with blocks, paper, cardboard, scissors, and paste is a major interest. He draws, paints, and models his ideas in clay. Spontaneous dramatic play offers one of the most natural and effective means of learning to understand. A child feels useful and purposeful in a

situation planned to challenge his initiative and meet his needs for successful accomplishment. Through experience in making choices, learning to initiate and complete a task, in assuming responsibility, in sharing and receiving, in leading and following, in expressing himself in words, movements, and materials, in satisfying his curiosity in the world about him — in fact, in being a real person, an active, contributing member of a contemporary group, he finds joy and success in everyday living and builds steadily for the future.

A year of kindergarten education is economical in that it establishes readiness for the work of the first grade. The children become accustomed to work with a group, to conform to school rules and routine, to accept criticism and suggestions. They develop powers of problem-solving and self-expression and a fund of habits, attitudes, and specific skills fundamental to success with reading, writing, and arithmetic.



THEY BUILD FOR TOMORROW by learning to ↑
work together under freedom's flag and by developing
imaginative power and skill through joint creative
effort in the American way.

PAPER AND CARDBOARD magically assume many
forms, usually associated with the various holidays,
as children work out original ideas with scissors, paste,
and crayon in satisfying self-expression. ↓





CHILDREN GROW IN HEALTH as they drink ▲ their daily quota of the 6,939,000 bottles of milk consumed by Boston public school children in 1946-47 under the low-cost milk program.

THEY GROW, TOO, IN HABITS OF THRIFT by learning to save materials and articles adaptable to their construction needs, such as milk bottle caps, which make excellent wheels or stove covers. ▼





ACTIVE MINDS AND BUSY HANDS are coordinated in purposeful production of articles to be packed in the chicken cart for delivery to the Red Cross to make someone's Easter Day brighter.



WHO WILL BE THE FIRST ONE DRESSED? Zippers and buttons are minor obstacles in an informal catch-as-catch-can race to prove mastery of the difficult task of donning winter garments.





READY FOR THE THREE R's

READING, WRITING, ARITHMETIC

The fundamental tools of learning are the particular responsibility of the elementary school. These basic understandings, skills, and habits, which the child must be able to apply automatically to all situations calling for their use, have been traditionally thought of as the three "R's." But the three "R's" of former days have expanded until the elementary curriculum now includes not only these, but also oral and written composition, citizenship, geography, history, literature, science, education in health and safety, in art and music, in manual training and home economics, and — in some districts — religious education. The curriculum also makes provision for many carefully selected developmental experiences which produce strength of character and social good.

Individual needs are safeguarded. Each child's present level of development, regardless of his grade placement, is recognized. The standard of achievement is the highest which each child is capable of attaining. Provision is made for continuous growth through diag-

nosis based on standard and informal tests; for flexible ability groupings within each class; for opportunity for the child to work with classes other than his own; for enrichment rather than acceleration for the gifted child; for increased time and guidance for the normal child having slow rate of learning; for preventive and remedial procedures applied at the inception of need; for specialized forms of instruction for cases of serious disability; and for advancement to a higher grade or group whenever the child's achievement and also physical, emotional, and social development warrant it.

Every curricular activity of the Boston schools is appraised in the light of an accepted philosophy, developed by the teaching staff, in harmony with the laws of child growth and democratic living. Through a succession of educative experiences the school develops physical and emotional health; skill in the use of the tools of learning; a fund of well-organized functional knowledge; desirable study habits; and growth in those attitudes, appreciations, and ideals which make for strength of character and social growth.



WE LEARN TO READ FROM BOOKS WE MAKE OURSELVES

WE LEARN TO WRITE

ADD AND SUBTRACT? YES, SIR!





IN RINGING TONES young America daily renews ▲ its pledge of allegiance "to the Flag of the United States of America and to the Republic for which it stands."

SCHOOL WORK IS FUN, whether it be building words at one's desk (left), or learning of other lands and other peoples in a group study of an Art Museum exhibit. ▼





VISUAL AIDS, such as globes, maps, and charts are standard classroom equipment. Also available through the Department of Visual Aids are sound and silent

motion pictures, film slides, Kodachrome slides, exhibits, models, and science units arranged to correspond to courses of study in specific grades.





READING SKILL IS PLEASANTLY ENHANCED BY INFORMAL INSTRUCTION IN SMALL GROUPS



EVERYONE LOVES A STORY, and pupils find a ↑
new and absorbing interest in well-loved tales told by a
skillful narrator.

“ACTING IT OUT” is even more fun, especially when
each pupil designs and supplies the costume he wears
while reading his part. ↓





PENMANSHIP INSTRUCTION

aims at *legibility*, which results from correct letter formation, uniform slant, and correct spacing; and *fluency*, which depends upon correct penholding to permit "movement writing" without strain and at a fair rate of speed. These objectives are attained by giving attention to individual needs and by relating the formal drills of the penmanship class to letters or words to be used in other lessons.

Each pupil in Grades I through III writes a paper at the close of the year to demonstrate handwriting achievement and to provide a basis for individual help in the following year. Each pupil in Grades IV through VIII writes one paper in September and another in May to measure improvement in handwriting during the school year (left).

In Grade VIII, the last grade in which time is allotted for penmanship instruction, certificates are awarded to those pupils who fulfill all formal requirements and who meet the standard for legible, fluent handwriting. This year 2,751 pupils received certificates.



SCHOOL LIBRARIES have become important aids to learning in the secondary school curriculum since the appointment of the first Boston school librarian in

1923. All high schools now have libraries and provide instruction in their use. A library for the professional staff is maintained in the Administration Building.





ANIMALS ARE ALWAYS POPULAR SUBJECTS

ART EDUCATION emphasizes individual and creative expression in a wide range of arts and crafts. These include design, sculpture, drawing, painting, modeling, hand weaving, ceramics, block printing, stenciling, gesso, paper and other crafts in which original designs of beauty are applied to articles made for daily use.

In exhibits and poster competitions this year, Boston pupils won many local and national awards. Other features were the preparation and distribution of art boxes illustrating materials and skills in several crafts, and the exchange of exhibits with the schools of Orlando, Florida, and of Scotland.



PLASTER CASTING IN PLASTIC MOLDS gives ▲ permanent form to pupils' original designs painstakingly modeled in clay or plasticene.

EASELS IN EVERY ART CLASS encourage pupils to record with brush or crayon the absorbing natural interests of their daily lives. ▼





A BUSY WORK ROOM is this high school art class ▲ where pupils concentrate on individual projects in commercial design.

ON THE POTTER'S WHEEL, dishes and small sculpture are shaped for glazing and firing in the electric kiln (left). ▼ Finger-painting in special class (right).





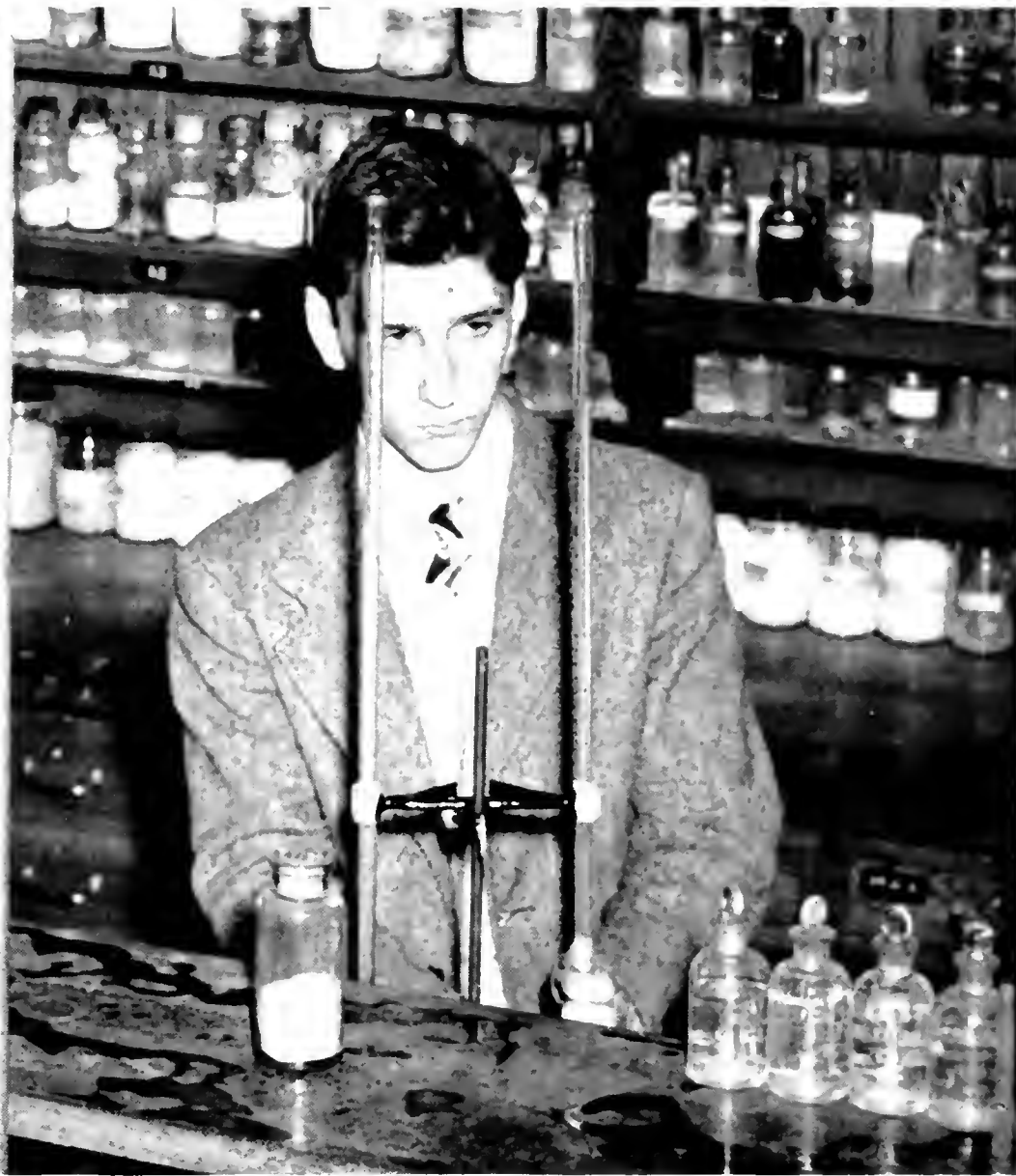
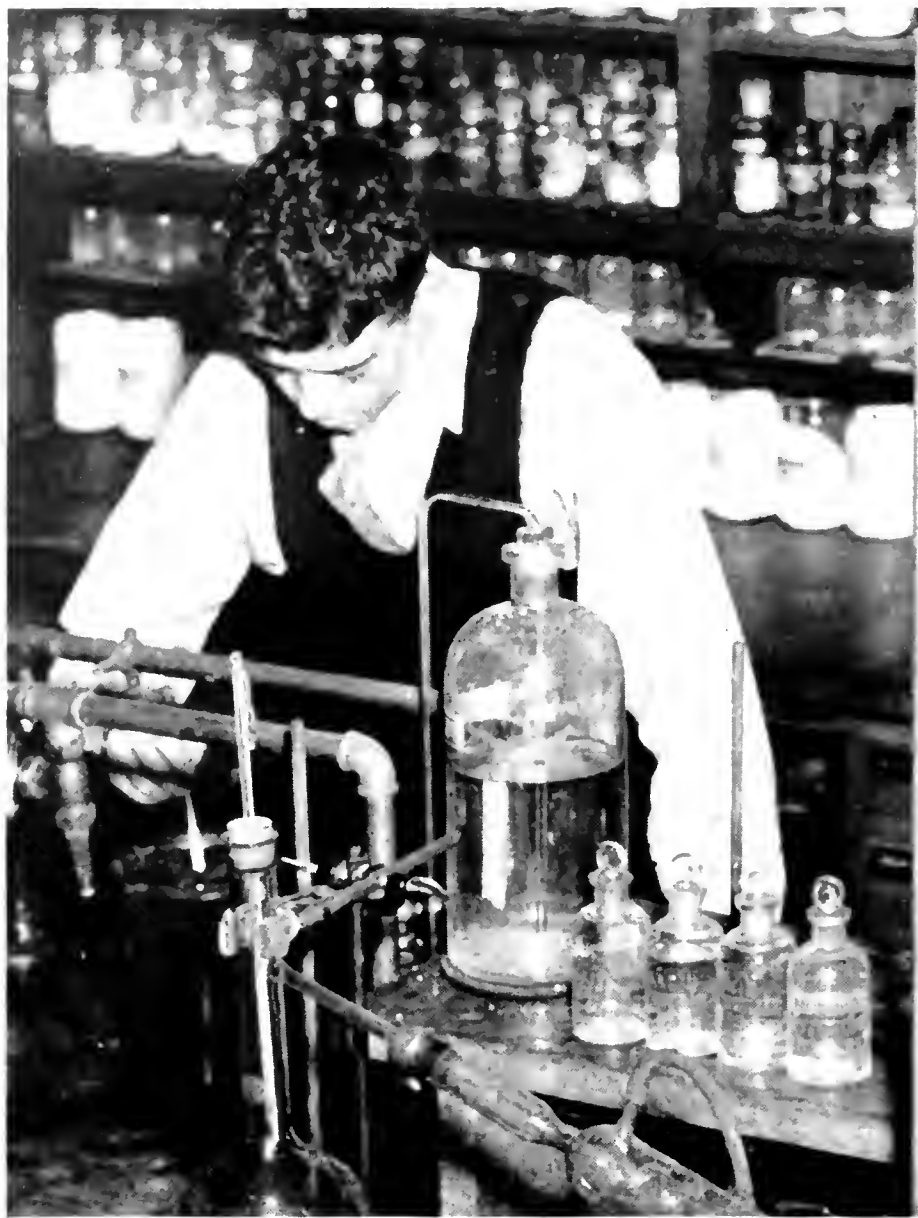
NATURE STUDY IS THE BEGINNING OF EDUCATION IN SCIENCE

SCIENCE so intimately affects the daily lives of our children that some appreciation of it should form a primary objective in their education and development.

In the elementary grades, therefore, the children are given a factual knowledge relating to such areas of the natural sciences as the sky, the weather, and plants and animals, augmented by museum and field trips.

At the intermediate level, they learn about their everyday scientific environment and how to adapt themselves to it.

Finally, in the high schools, the students receive instruction in the specialized sciences of astronomy, biology, chemistry, and physics, with emphasis on how these sciences are employed for the benefit of mankind.



THE VAST FRONTIERS of the world of science ▲ offer careers of adventure and service to young men and women who learn the techniques of research in well-equipped school laboratories.

IN BIOLOGY, microscopic studies reveal new and fascinating worlds (right). Among special projects, planned and conducted by science students, is the study of a colony of bees (left). ▼





SCIENCE PROJECTS, developed by individuals ↑
or groups of students, provide training in research
and in selecting and arranging scientific materials.

ANNUAL EXHIBITS stimulate school-wide interest
in original work in biological and physical sciences,
in engineering, and in public welfare. ↓





FUTURE KINDERGARTEN TEACHERS LEARN BUILDING TECHNIQUES



VISITORS FROM BRAZIL AND PORTUGAL

THE TEACHERS COLLEGE

The Teachers College of the City of Boston, the oldest city institution of this type in the United States, was established in 1852 as a normal school with a one-year curriculum. For nearly a century, therefore, it has trained teachers for the elementary grades of the Boston Public Schools.

Since 1922, by authority of the Great and General Court, the college has conferred bachelor's degrees in education and in science in education. In 1925 the General Court empowered the college to grant the graduate degree of master of education. By means of these four- and five-year programs of study, successfully pursued by more than two thousand and one thousand candidates respectively, the college has been able to provide a reservoir of well-trained teachers, not only for the younger children in the grades but also for youths in the junior and senior high schools.

The college has further served the city by providing refresher and improvement courses for teachers-in-service. Classes for these purposes have been held in the late afternoons, on Saturdays, and during the summer.

At present it is the aim of the college especially to train competent teachers for the kindergarten, for elementary schools, and for special classes.



THE REMEDIAL READING CENTER of the Teachers College, by individual instruction and by the employment of modern techniques, assists pupils who are not up to grade in reading ability.

AS PUPILS GAIN IN READING EFFICIENCY, they work in pairs, then in small groups until sufficiently advanced to continue with normal grade. Every proven aid, such as the stereoscope, is available. ↓





VETERANS' SCHOOL

This school, established to meet an immediate postwar need, accepted its first students in the High School of Commerce building on December 3, 1945, less than four months after VJ Day. Classes soon

overflowed into the Public Latin School building, and the faculty increased to 35 regularly-appointed Boston teachers, themselves veterans. Summer sessions accommodated 200 veterans in 1946; 333 in 1947.

By the end of August, 1947, 2,898 veterans had been interviewed; 2,702 had registered (above) for periods varying from one week to the full term; 139 had





received diplomas awarded individually as each candidate successfully completed the required course of study; and 615 had been admitted to 67 colleges.

Every applicant is interviewed by a full-time counselor (lower left, page 32). Veterans wishing a diploma to qualify for a definite type of position are given a minimum program following testing. Those

wishing a diploma for college are given proper subjects to qualify. High school graduates take individual subjects to obtain accredited grades, or refresher courses in subjects they wish to review before entering college, such as mathematics (above) and chemistry (below).

A major event is the Memorial Day program in which the group (lower right, page 32) participated.





BOOKKEEPING



TYPING FROM DICTAPHONE



TYPING



OPERATING BOOKKEEPING MACHINE



ACCOUNTING



RETAIL SELLING

COMMERCIAL EDUCATION thrives in Boston because of the many job opportunities available to high school graduates skilled in office techniques and business practices.

All district high schools and two large central high schools offer well-integrated commercial courses. In

addition, the Boston Clerical School and the High School of Commerce provide highly specialized training to prepare for careers in business.

The commercial course provides instruction in bookkeeping and accounting, in shorthand and typing, in merchandising, and in the use of office machines.



TESTING RADIO

VOCATIONAL AND INDUSTRIAL TRAINING

Preparation of pupils for the trades, the domestic arts, and industry, begins formally in Grades IV and V, with instruction in elementary manual training and household science and arts. It continues through intermediate and high school with an increasing amount of shop and related work in a wide variety of subjects leading to vocational competence.

District high schools offer cooperative courses in industrial and mechanic arts for boys, and courses in household science and arts for girls. A wider choice of vocational subjects is available to girls in the High School of Practical Arts and the Trade School for Girls; to boys in the Boston Trade High School; and to both boys and girls in the Brandeis Vocational High School.



POURING CUPCAKES



PROOFING DOUGH



CUTTING OUT COOKIES

PREPARING BISCUITS

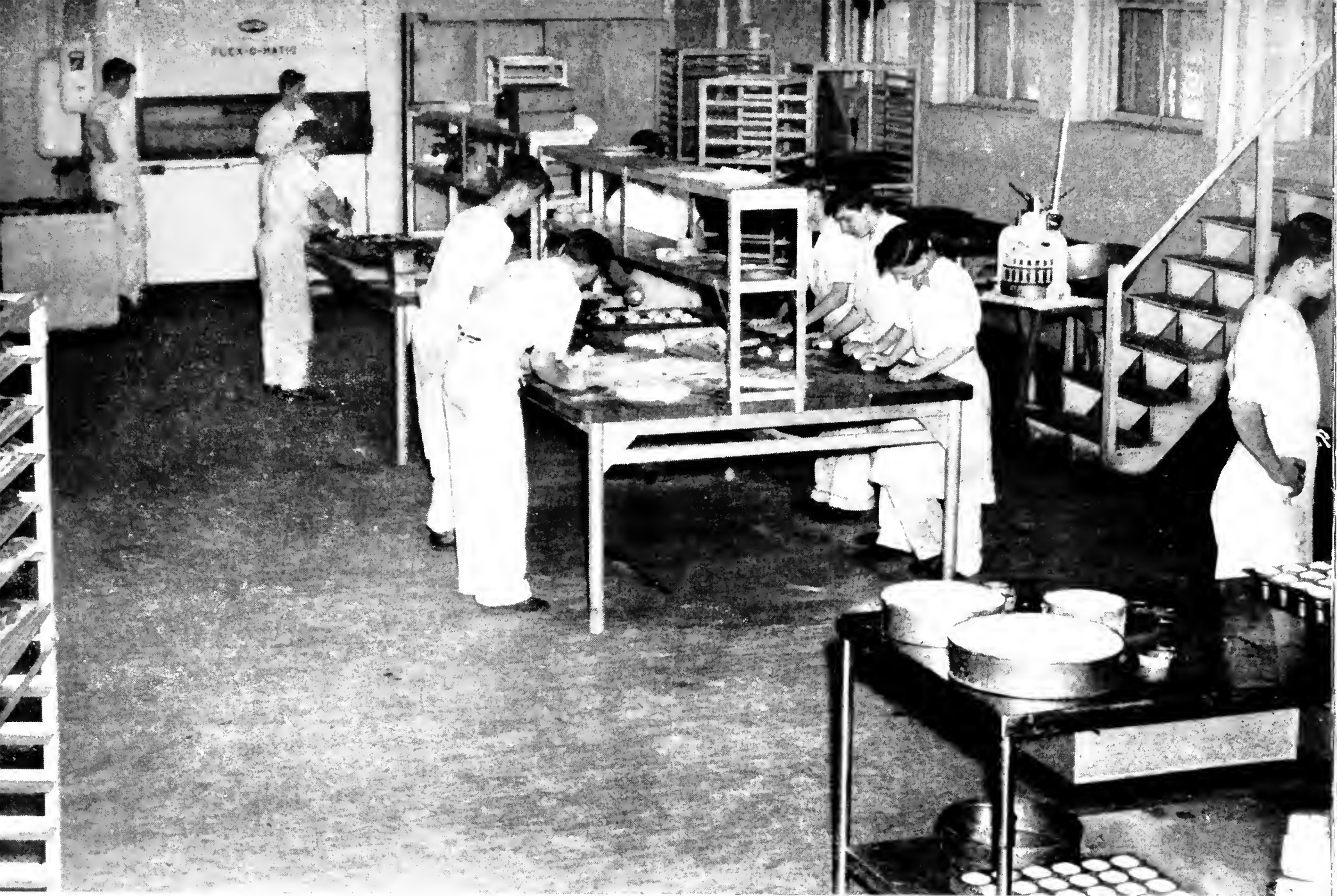
A COURSE IN BAKING, recently made available through the cooperation of state and local school administrators and leaders in the industry, is now conducted by the Boston Trade High School in the Henry L. Pierce Annex. This course prepares boys for employment in bakeries, hotels, clubs, institutions, and restaurants.

The baking department, equipped with expert assistance, has every facility to meet the exacting requirements demanded by the baking industry for efficient training under the same productive work conditions as are encountered in industry.

An intensive course in related work is required. In science instruction, emphasis is placed on the source and preparation of raw materials used in baking, the nature of foods, and the chemical composition of baking ingredients. The mathematics course stresses business arithmetic, bookkeeping for bakers, commercial paper, business and production records, and the manipulation of recipes and formulae. Design for bakers includes shop and store layout, show card writing, and cake design and decoration.

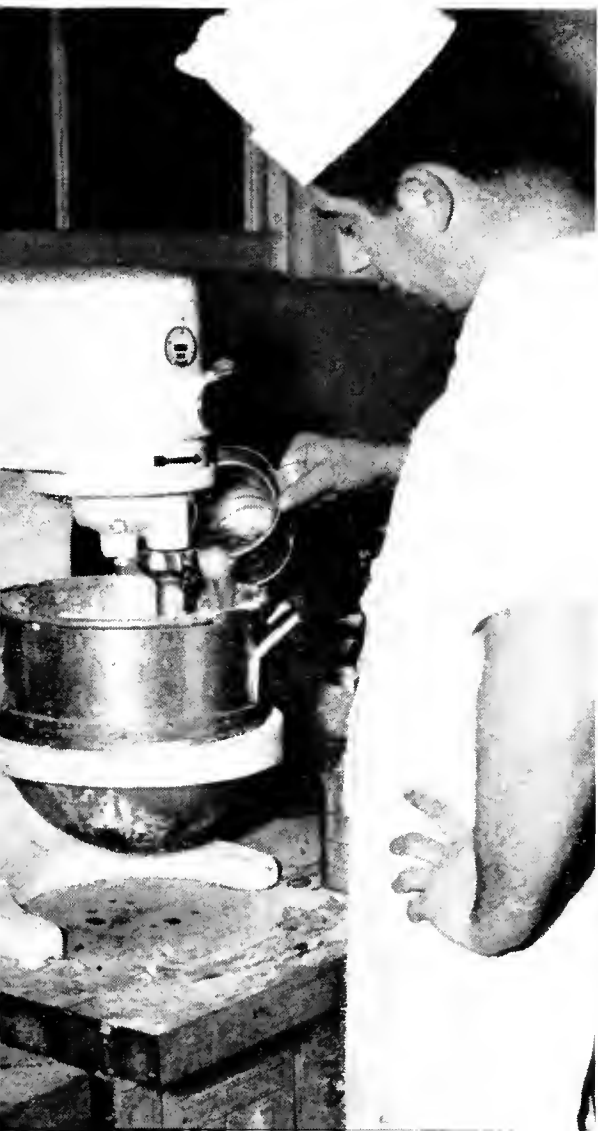
TESTING THE BAKE





BOYS KNEAD THE DOUGH into biscuits in the ▲ breadmaking section of the modern shop equipped with every productive facility found in industry.

A VETERAN OF WORLD WAR II, one of several enrolled in the course, demonstrates the process of mixing, pouring, and decorating a three-layer cake. ▼





SENIORS TAKE PORTRAITS OF EACH OTHER IN STUDIO



ENLARGING BRINGS OUT HIDDEN DETAILS
FINISHING OUR COVER PICTURE



PROJECTION PRINTING IN THE COMMERCIAL LABORATORY



PHOTOGRAPHY was introduced into the curriculum of Brandeis Vocational High School in 1943 because of its vital importance in modern warfare and its expanding commercial and industrial applications.

The three-year course covers basic photography, photo finishing, news and sports photography, commercial and portrait work, motion picture producing, and preparation of film slides.

The excellence of the pictures throughout this report attests to the interest and accomplishment of the students in this course.



MACHINE SHOP



PLUMBING



AUTOMOBILE MECHANICS



WELDING



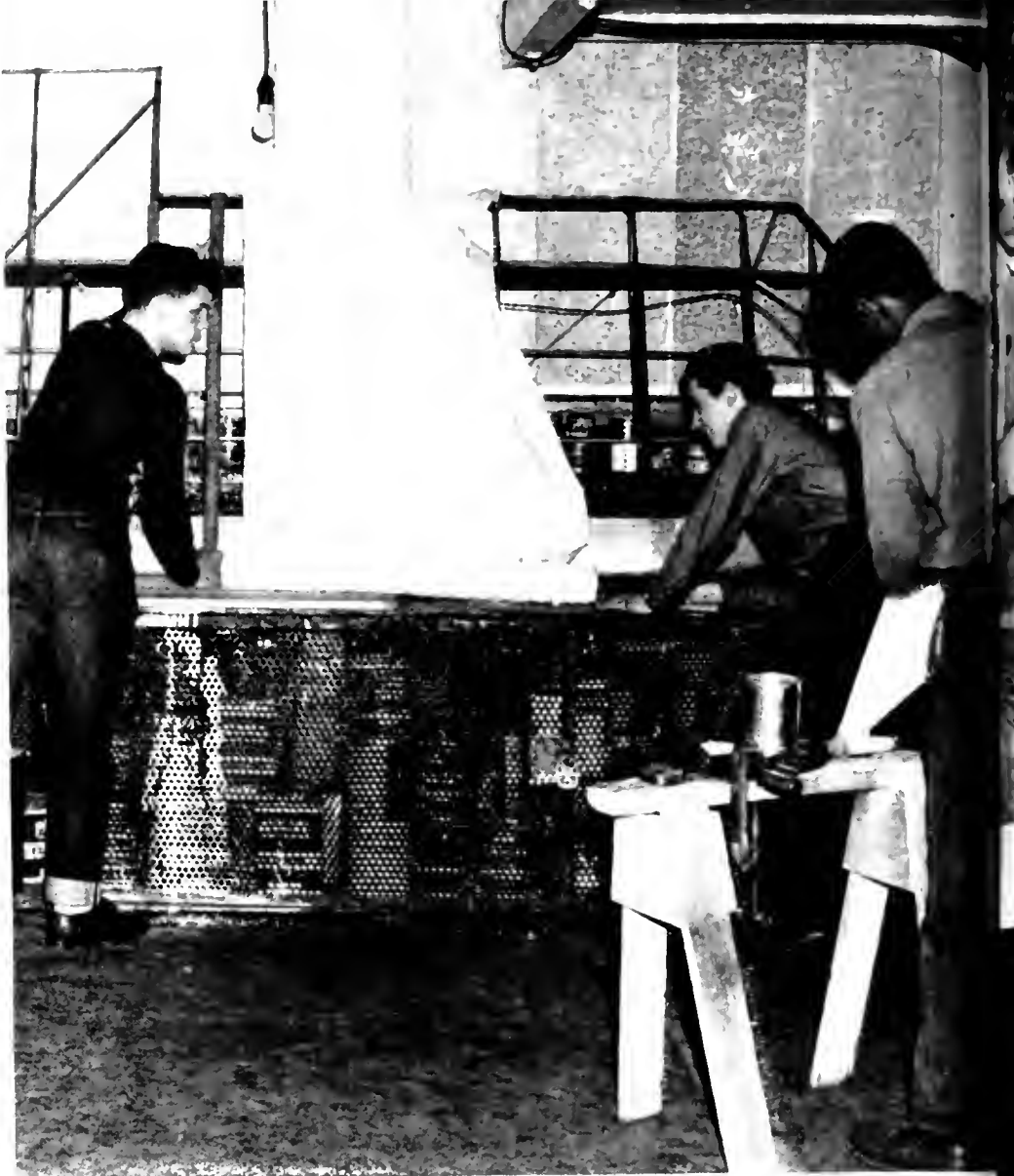
SHEET METAL WORK



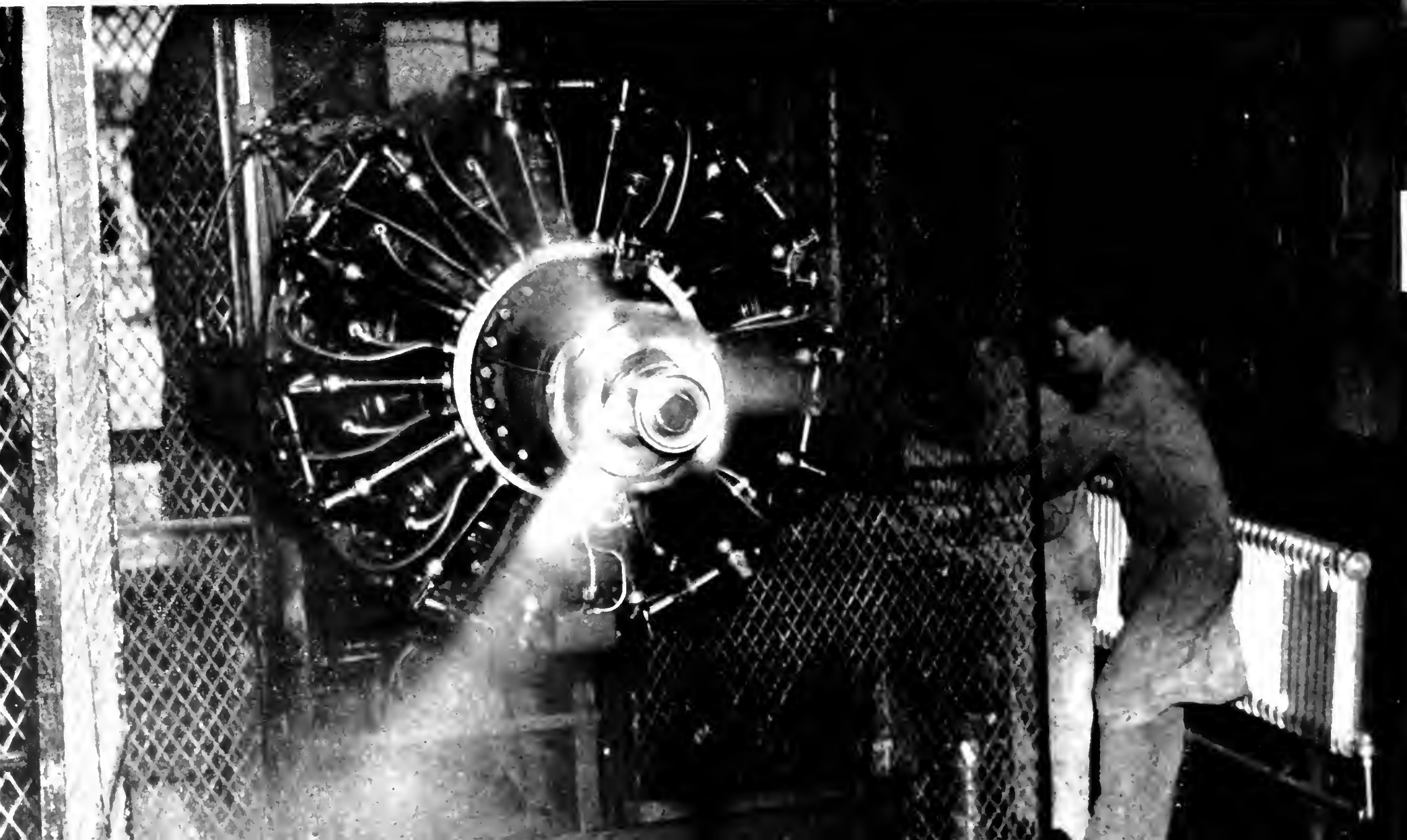
UPHOLSTERING



AIRPLANE SERVICE, a three-year course established in the Boston Trade High School in 1929, prepares boys to meet the requirements of the Civilian Aeronautics Authority for aviation mechanics' licenses.



The first year includes shop training in welding, machine shop, and fabric work (upper right). Work experience on licensed aircraft is provided in the school repair shop approved by the CAA.





SEWING



MILLINERY



COOKING



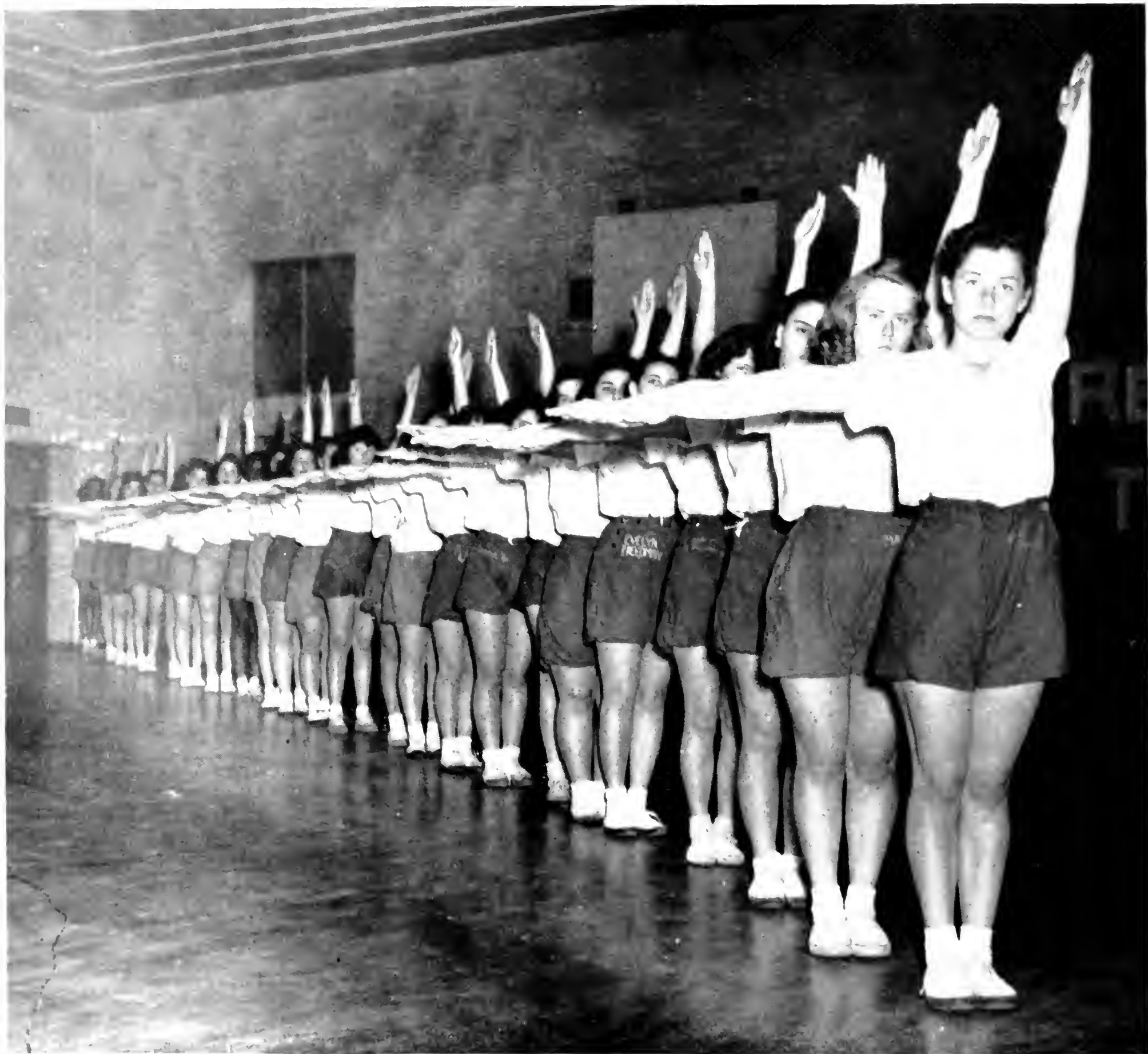
PRINTING



HAIRDRESSING



HOME NURSING



CLASS IN DANISH GYMNASTICS

PHYSICAL EDUCATION FOR ALL

A well-integrated program of physical education to meet the needs of pupils at all grade levels is now in operation in the Boston Public Schools in conjunction with an expanding program of competitive athletics. The program of after-school activities for intermediate schools now includes competitive seasonal schedules for boys in touch football, indoor and outdoor track, basketball, and baseball, both intramural and interschool. Girls participate in swimming, tennis, badminton, captain ball, end ball, squash ball, and volleyball.

Under the new reorganized program of "athletics

for all" in the high schools, swimming, golf, and tennis are now on the list of competitive sports, which already included football, basketball, hockey, track, and baseball. Golf instruction is provided at Franklin Park and the George Wright courses, and every available swimming pool has been leased for the use of intermediate and high school boys and girls.

The division of Military Drill, which trains all boys in Grades IX through XII, is now working on a revision of its curriculum. All instructors in this division, which was established in Civil War days, hold commissions from the United States Army.



PLAYER PROTECTION IN FOOTBALL is provided by the best of equipment, inspected and approved, and by attendance of team physicians at all games. ▲

SWIMMING AGAINST THE CLOCK is part of the new course which prepares girls for the qualifying tests for Red Cross lifesaving certificates. ▼





THE SWING'S THE THING as high school pupils ▲ take their first lesson in golf at Franklin Park, one of Boston's beautiful municipal courses.

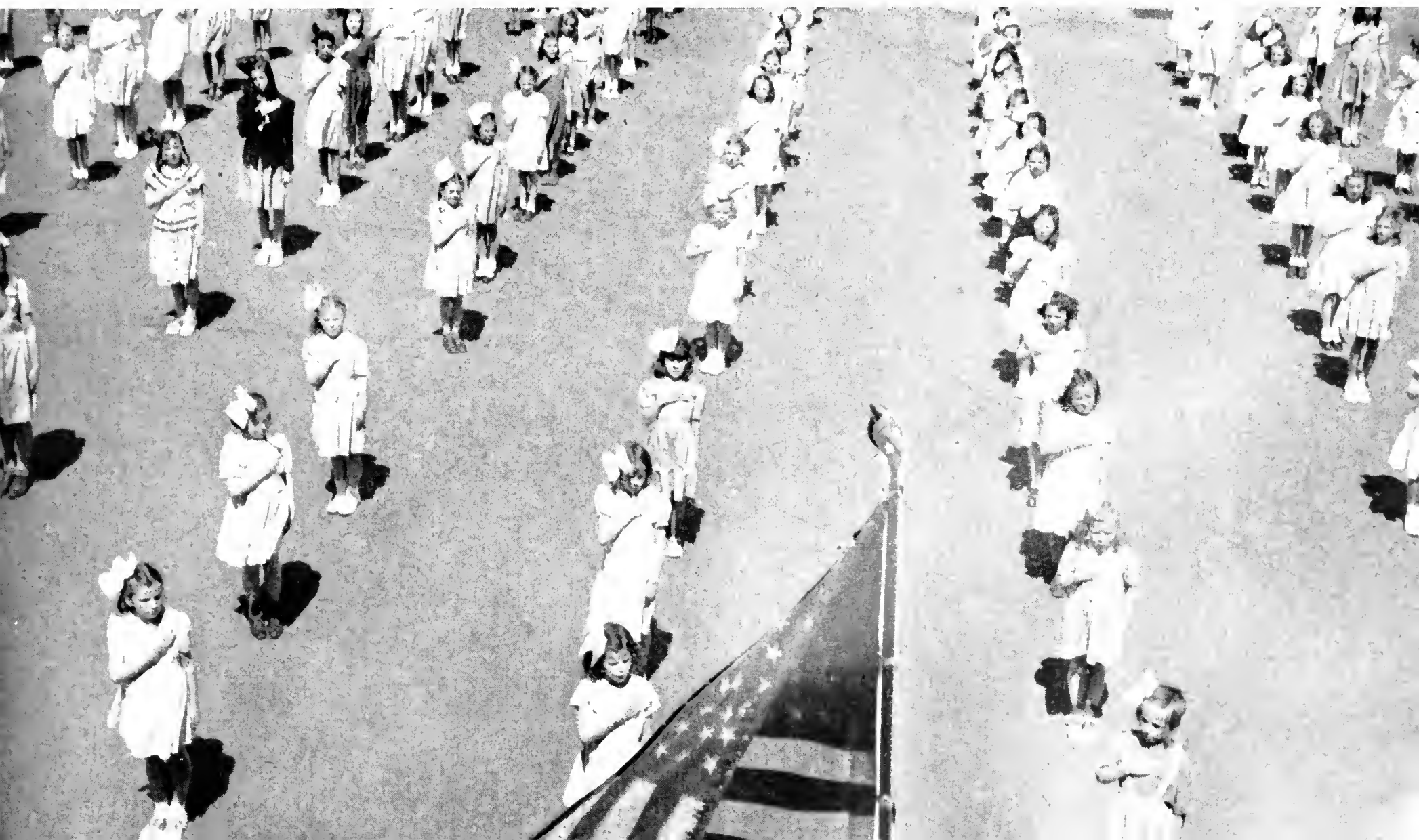
FINALISTS COMPETE for cup in Girls' Bowling League (left). Basketball develops speed and stamina in intermediate and high school leagues (right). ▼





ANNUAL SPRING FESTIVALS, featuring mass ↑ drills and calisthenics, mark the culmination of the physical education program in the elementary schools.

THESE OUTDOOR PROGRAMS present the stirring spectacle of long, ordered ranks of earnest young Americans pledging their loyalty to flag and country. ↓





DANCING OF ALL KINDS IS INCLUDED IN THE PHYSICAL EDUCATION PROGRAM FOR GIRLS



TRACK FAVORITE INDOOR AND OUTDOOR SPORT



BADMINTON — POPULAR WITH GIRLS

HIGH SCHOOL HOCKEY TEAMS COMPETE IN REGULAR LEAGUE GAME





BASEBALL is the most highly organized of com- ↑
petitive sports, with interscholastic and intraschool
schedules operating in intermediate and high schools.

THE STREET PARADE is the final event of the
annual program in Military Drill. Bands and other
special units make this a colorful feature. ↓





SAFETY IN THE LABORATORY is promoted by ▲ acid-resisting aprons, fireproof blankets, hoods to carry off gases, and special disposal units for broken glass.

SAFETY RULES, stressed by special calendars (below) and by cooperating agencies (opposite page), are practiced on the street and in the shop (opposite page). ▼

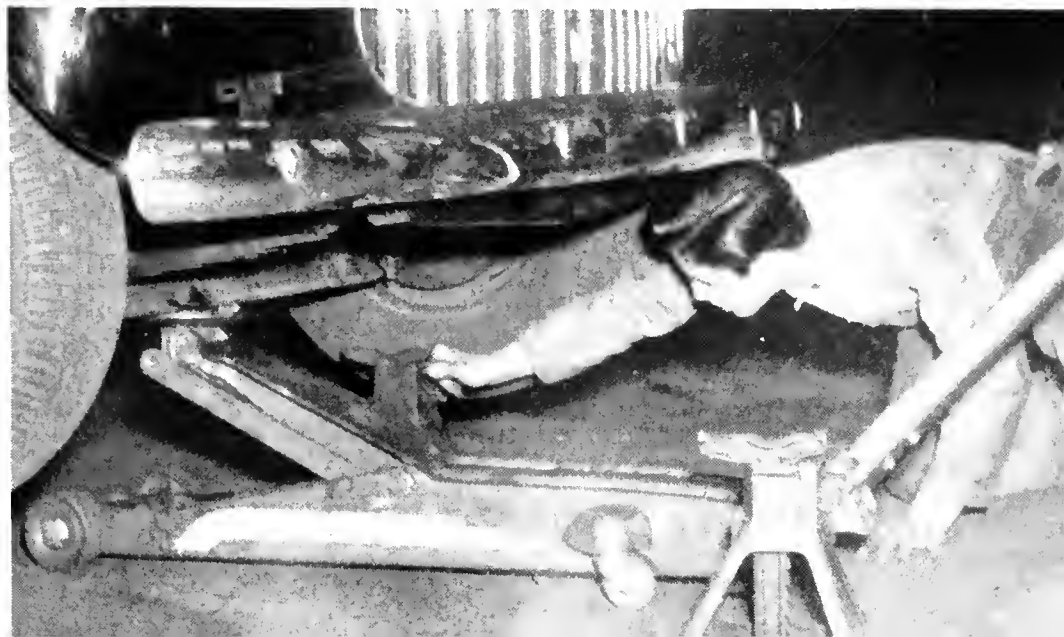




SAFETY EDUCATION

Highlighting the Safety Education program in the Boston Public Schools during the year 1946-1947 was the setting up of an Institute on Driver Education and Training, sponsored by the Boston School Department in cooperation with the American Automobile Association and the Massachusetts Registry of Motor Vehicles. The Institute was held at The Teachers College of the City of Boston, April 7-11, 1947, under the direction of Dr. Frederick J. Gillis, Assistant Superintendent of Schools. A teacher from each Boston high school attended the Institute, which provided 40 hours of course credit instruction. The Institute was the first such in-service training program in the history of the Boston School Department and set a pattern for similar in-service training opportunities for the years to come.

In preparation for early publication are a Manual on Safety Education (Grades I-XII) and a revision of the Safety Manual for Use in School Shops for Boys. New type first-aid cabinets with plastic doors are being produced by boys in a number of local school shops. The effectiveness of the safety program is attested by a notable decrease in the number of serious accidents and an increasing interest in accident prevention activities in school and community.





SCHOOL HYGIENE. This department is a vital agency in the prevention and correction of physical defects and diseases and the control of communicable diseases. Its program includes thorough annual physical examinations of all pupils (above), immunization of kindergarten and first grade pupils (below), and daily inspections by school physicians and nurses.

This year physical examinations revealed more than 15,000 defects, exclusive of teeth. These included defective vision, hearing, tonsils; nasal breathing; heart, respiratory, and orthopedic defects; skin diseases; and malnutrition. More than 7,500 defects were corrected or treated. In addition, 17,695 pupils with defective teeth had work completed.





SPECIAL SCHOOLS AND SERVICES. Typical of the modern techniques and equipment provided for exceptional children are the feeling of voice vibrations (above)

and the group electrical hearing aids (below) employed in the Horace Mann School, established in 1869 as the first free oral public day school in the world.





EXTRA CURRICULAR PROGRAMS AND SPECIAL PROJECTS

DRAMATICS (above), school publications, and clubs of various types, as well as individual and group projects and exhibits, contribute to the well-rounded develop-

ment of pupils by offering training and experience in many activities it is seldom possible to include in the regular course of study.



COLORFUL EXHIBITS depicting traditions, customs, and cultural attainments of other peoples develop attitudes of understanding and tolerance. ▲

DOLL COLLECTIONS by children in kindergarten and the primary grades stimulate interest in the cultural heritage of the races that make up America. ▼





STUDENT GOVERNMENT ORGANIZATIONS ↑ train pupils in their obligations as school citizens and prepare them for responsible adult citizenship.

PAGEANTS, built around school, local, or national traditions, effectively develop dramatic abilities and acquaint students with their American heritage. ↓





\$9,542,113! THAT'S THE TOTAL realized ▲ through purchase and sale of bonds and stamps by Boston public school pupils since Pearl Harbor as one of many outstanding contributions to the war effort.

PUPILS HAVE MADE COUNTLESS ARTICLES for Army, Navy, and Red Cross, such as model air-planes, crutches, and Christmas gifts (left); they have aided effectively in salvage and relief drives (right). ▼





EXPERIENCE IN PUBLIC PERFORMANCE ▲ as a member of a group from quartette to School Symphony Band is the aim of instrumental instruction.

ORIGINAL RADIO DRAMAS, presented by pupils, were most popular among the 66 programs broadcast this year over Stations WBZ, WMEX, and WHDH. ▼





CHORAL GROUPS and elective high school classes ▲ encourage pupils to continue training in vocal music, which is compulsory in Grades I to IX.

HOLIDAYS AND OTHER OCCASIONS provide motivation for programs which give practice and training in such life situations as using the telephone. ▼





SCHOOL PUBLICATIONS, particularly in the high schools, are popular and effective incentives to literary effort and to the coordination of the work of the art, commercial, and English departments.

Directed by faculty specialists, these activities afford invaluable practical experience in such varied skills as photography, bookkeeping, sales organization and promotion, and magazine and newspaper writing, editing, art work, and layout.

The high level of pupil interest and achievement in literary productions has been increasingly manifest this year. In national competitions, thirteen of the twenty-two Boston high schools entered magazines. Nine received awards, three being the highest honors attainable.



NEVER TOO OLD TO LEARN

EVENING PROGRAMS in elementary, intermediate, and high school subjects, and summer programs above the elementary level are directed by the Department of Evening and Summer Schools. A total of 6,775 adults were enrolled this year in the evening classes held in fourteen buildings and in the ten day school centers for immigrants.

IN FOURTEEN SCHOOL CENTERS the Department of Extended Use of Public Schools conducts civic, educational, social, and recreational activities adapted to the leisure-time interests of youths and adults. The department also includes Home and School Association activities. Last year 440,935 persons participated in the program of the department.

CITY OF BOSTON  PRINTING DEPARTMENT











